

AN UNDERGRADUATED THESIS

**THE INFLUENCE OF APPLYING BRAINSTORMING TECHNIQUE
TOWARD ANALYTICAL EXPOSITION WRITING ABILITY AT
THE ELEVENTH GRADERS OF THE SENIOR HIGH SCHOOL OF
MUHAMMADIYAH 1 PEKALONGAN EAST LAMPUNG**

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**THE INFLUENCE OF APPLYING BRAINSTORMING
TECHNIQUE TOWARD ANALYTICAL EXPOSITION WRITING
ABILITY AMONG THE ELEVENTH GRADER OF THE SENIOR
HIGH SCHOOL OF MUHAMMADIYAH 1 PEKALONGAN
EAST LAMPUNG**

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ABSTRACT

By:

RANI LAILA

Technique is one of the key to get success in teaching learning process. Because of that, choosing suitable technique is very important. One of the technique that can be used in English teaching learning is brainstorming technique that able to increase students' analytical exposition writing ability.

Brainstorming technique was interested method in the writing teaching learning, because used body movement that can make students to be enjoy and did not bored, in order that students easy to be understood and essay develop their idea in writing paragraph that have been given by teacher did not easy to be lost from students' mind.

At Senior High Shool of Muhammadiyah 1 Pekalongan especially at the eleventh graders a lot of students get low in writing ability. It can be looked from the result of their analytical exposition paragraph writing ability test. Most of them did not reach completeness standard yet that had been decided at the school. Based on this problem, the researcher was interested to apply the brainstorming technique in teaching analytical exposition because this technique had been not used before yet.

The objective of the research to know whether the teacher use the total physical response method can influence students' analytical exposition writing ability. The subjects of this research are 34 students of the eleventh graders of Senior High School of Muhammadiyah 1 Pekalongan.

Characteristic of this research is quantitative research. The writer uses test to know students analytical exposition writing ability. To investigate whether there is a significant influence by using brainstorming technique students' analytical exposition writing ability at Senior High Shool; the researcher analyzed the data by using T-test formula.

Finally, the data confirmed that " t_{observed} " is higher than " t_{table} " = 17.166 > 2.12. It can be inferred that H_a is accepted. It means there is a significant influence of using brainstorming technique toward students' English analytical exposition writing ability at the eleventh graders of Senior High School of Muhammadiyah 1 Pekalongan.

**PENGARUH PENERAPAN TEKNIK BRAINSTORMING
TERHADAP KEMAMPUAN MENULIS PARAGRAF ANALYTICAL
EXPOSITION DI KELAS XI SMA MUHAMMADIYAH 1 PEKALONGAN
EAST LAMPUNG**

ABSTRACT

Oleh:

RANI LAILA

Teknik adalah salah satu kunci untuk meraih kesuksesan dalam proses belajar mengajar. Karena itu, memilih teknik yang sesuai sangat penting. Salah satu teknik yang dapat digunakan dalam belajar mengajar bahasa Inggris adalah teknik brainstorming yang mampu meningkatkan kemampuan menulis paragraf analytical oleh siswa. Teknik brainstorming adalah metode yang menarik pada belajar mengajar menulis, karena menggunakan stimulus yang bisa membuat siswa menjadi menikmati dan tidak bosan, maka agar siswa mudah untuk memahamii dan mudah mengembangkan ide mereka dalam menulis paragraf yang telah diberikan oleh guru tidak mudah untuk hilang dari pikiran siswa.

Di sekolah SMA Muhammadiyah 1 Pekalongan, terutama pada kelas sebelas banyak siswa yang mendapatkan nilai rendah dalam kemampuan menulis. Hal ini dapat terlihat dari hasil uji mereka dalam menulis paragraf analytical. Kebanyakan dari mereka tidak mencapai standar kelengkapan yang telah diputuskan di sekolah. Berdasarkan masalah ini, peneliti tertarik untuk menerapkan teknik brainstorming dalam pembelajaran bahasa inggris karena teknik ini belum digunakan sebelumnya.

Tujuan dari penelitian ini untuk mengetahui apakah guru menggunakan teknik brainstorming dapat mempengaruhi kemampuan siswa dalam menulis paragraf analytical. Subyek penelitian ini adalah 34 siswa dari kelas sebelas SMA Muhammadiyah 1 Pekalongan.

Karakteristik penelitian ini adalah penelitian kuantitatif. Penulis menggunakan tes untuk mengetahui kemampuan siswa menulis paragraf analytical. Untuk menyelidiki apakah ada pengaruh yang positif dan signifikan dengan menggunakan teknik brainstorming terhadap kemampuan siswa dalam menulis paragraf analytical di sekolah menengah atas; peneliti menganalisis data dengan menggunakan T-test formula.

Akhirnya, data menegaskan bahwa " $t_{\text{observation}}$ " lebih besar dari " $t_{\text{tabel}} = 17,166 > 2,12$ ". Hal ini dapat disimpulkan bahwa H_a diterima. Ini berarti ada pengaruh yang positif dan signifikan dengan menggunakan teknik brainstorming terhadap kemampuan menulis paragraf analytical siswa di kelas sebelas SMA Muhammadiyah 1 Pekalongan Lampung Timur.

DEDICATION PAGE

This piece of work is dedicated to:

My beloved father (Bp. Adnan) and mother (Ibu Sak'yah), also my beloved brothers and sister for loving, carrying, praying and great support to finish this paper.

All of the lecturers who had guided me.

The English teacher of the eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan who given valuable guidance, advice, helps and time during the research.

All of the my friends at STAIN Metro

My beloved lecturers in the Campus

My beloved Almamater

May Allah SWT Bless Us

Amin ya Rab.

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Praise is only to Allah SWT, the lord of the universe, the inspiration of her life, that the writer finally can finish the research proposal entitled “THE INFLUENCE OF APPLYING BRAINSTORMING TECHNIQUE TOWARD ANALYTICAL EXPOSITION WRITING ABILITY AMONG THE ELEVENTH GRADERS OF THE SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 PEKALONGAN EAST LAMPUNG. This thesis is arranged as fulfillment of the requirement for the degree of Sarjana Pendidikan Islam (S.Pd.I) in English education study program of STAIN JURAI SIWO METRO.

In this arrangement, the writer realizes that has tried as hard as she can, remembering the limitation of the writer’s knowledge and experience. The writer realize that this thesis still has many decrease, so a development critic is hoped by the writer in the further writing complication. This thesis would be able accomplished without any help and support from many helpful individual. In this chance, the writer would like to sincerely acknowledgement his gratitude.

The first of all, the deepest gratitude would be addressed to her beloved parents, Adnan and Sak’yah for their endless love, for understanding and supporting her to finish the thesis soon, and always pray for her to be a successful person someday (amin). Secondly the writer would like to say thanks to all of her beloved friends who always supports and helps the writer to finish the thesis.

The greatest gratitude would also be addressed to both of her advisors, Dr. Mahrus As’ad, M.Ag and Yusti Arini M.Pd, who have constantly given their endorsement, time and guidance so that the writer could finish the thesis.

The writer is indebted to Miss. Atmalia, the English teacher of the Senior High School of Muhammadiyah 1 Pekalongan. Also for the students` who is sitting at the Eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan in the Academic Year 2010/2011 who help her in carrying out the study.

Hopefully, this thesis can give many advantages to all of us properly.

Metro, Januari 2012
The Writer

RANI LAILA
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CHAPTER I

INTRODUCTION

A. Background of the Study

Language has very important role in human's life, which is used as means of communication. Therefore, language is needed as a tool of communication. In Indonesia, English is foreign language in our education system; it is a compulsory subject from elementary school until university level. As a foreign language, this language is not easy to master because moreover the purpose of teaching and learning of foreign is the students can communicate in oral and written form. The students should have four language skills such as: listening speaking, reading, and writing.

Writing is language skill that is used for indirect communication to convey message or information to the reader. In writing a text we can explore or express our idea, feelings and also for remembering something and for thinking critically as well. In doing this activity, we must be able to use a good language and also must be able arrange good sentences grammatically in other that the readers understand the content of our writing. Thus, writing is basically the processing ideas and thought by using knowledge of structure and vocabulary to combine our ideas as a means of communication.

In learning English, there are many components that should be learnt. One of the aspects is brainstorming. In the case, the writer tries to study about the influence of brainstorming technique the students writing ability. This research will be held on

the eleventh grade of the Senior High School of Muhammadiyah 1 Pekalongan East Lampung which is consist of two classes for about 34 students there, and after doing the pre-survey at the eleventh grade of the Senior High School of Muhammadiyah 1 Pekalongan, the writer gets the result as bellow:

Table 1
Students Result in Writing Ability

No	Score	Explanation	Frequency	Percentage
1	0 - 50	Poor	20	58.83 %
2	51 – 64	Fair	10	29.41 %
3	65 - 79	Good	4	11.76%
4	80 - 99	Excellent	0	0
Total			34	100 %

Source : Writing Examination at Eleventh Grade
(Pre-Survey on Mei 09,2011)

The English standard value in this school is 6, 5 so from the data above, it can be seen that the students analytical exposition writing ability is low, because students result in writing ability in pre-survey percentage in higher. and after having an interview the writer finds some cases in teaching English especially on writing subject on analytical exposition, the teacher feel difficult in teaching his students because of many factors and one of them are about the differences of individual characteristic from each students. The teachers should have some techniques to make English class interesting. The teachers are suggested to create techniques that are suitable in teaching learning process that will help to increase the students' analytical

exposition writing ability. Brainstorming is a technique which is suitable technique to teach writing. This technique is done at prewriting. So students can make a concept of writing before they do the writing task.

Brainstorming is probably the most effective of all the writing technique because it helps ESL students think through their topics without having them judge what they write. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.¹ When brainstorming, we simply write down our ideas in phrase or single word, not in complete sentences. The phrases or words can be verbs, nouns, adjective, adverbs, or other parts of speech.²

B. Problem Identification

Based on the background explain above, the writer can identify some problems which may be caused by:

1. The students are passive, in other words during the teaching learning process.
2. The students have some difficulties in developing their ideas in writing and make their writing unified.
3. The Students have difficulties in building sentences with appropriate grammar and vocabulary.

¹ <http://ezinerticles.com/Writing-Teaching-for-Adult-ESL-Students&id=3448147>.

March 16th 2011

² Bram Barly, *Write Well*. Kanisius, Yogyakarta, 1995.p.64

C. Problem Limitation

Based on the identification of the problem above, this research is focused on the students of brainstorming technique and writing ability especially in the students' analytical exposition at the Senior High School Muhammadiyah 1 Pekalongan East Lampung.

D. Problem Formulation

Based on the limitation of the problem above has mentioned bellow, the problem that studied in this research is "Is there any positive and significant influence of applying brainstorming technique toward the students' analytical exposition writing ability?"

E. Objective and Benefit of the Study

1. Objective of the Study

The research is aimed at:

To know whether there is any positive and significant influence of applying brainstorming technique toward analytical exposition writing ability.

2. The Benefit of the Study

After doing research and finding the result, the writer hopes that it will be useful:

a. For the Students.

To motivate the students in learning English brainstorming technique towards the students' analytical exposition writing ability.

b. For the Teacher.

To give input to the teacher in order to teach English better.

c. For the Headmaster.

To give information for the headmaster that English subject is very important to learn by the students.

d. For other Writers.

The result of this research can be used as the information material to order research and the contribution of knowledge in learning English for the future time.

CHAPTER II

REVIEW OF THE RELATED THEORIES

A. Theoretical Review

This chapter contains the theories which support the research, it includes about the more explanation of writing ability, analytical exposition, and brainstorming technique. Therefore, the writer tries to explain all of those items as follows:

1. Writing Ability

a. The Concept of Writing Ability

Writing is language skill. Besides reading, speaking, and listening. This happens because writing involves not just graphic representation of speech, but the development and presentation of thoughts in a structured way. Barli states that "In principle, to write to try produce or reproduce written message. Before we write, we need to determine what to write; we should have something meaningful to convey."³ And Brown states that writing is simply the graphic representation of speakers, and that written performance is much like oral performance, the only difference lying graphic instead of auditory signals.⁴ Writing is sometimes used as a production mode for learning, reinforcing, or testing grammatical concepts.⁵

³ Bram Barly, p.7

⁴ Douglas Brown, *Op.Cit. Teaching by Principle*, San Francisco State University: 2001.p.335

⁵ Brown, *Op.Cit.*, p.344

How is writing like swimming? Human being universally learn walk to walk, but the swimming and writing are culturally specific, learner behaviors. We learn to swim if there is a body of water available and usually only if someone teaches us. We learn to write if we are members of literate society and usually only if someone teaches us.⁶ It means that writing process of communication, which uses a conventional graphic system to convey a message to a reader that should be learnt. In this process, in order to have skill of writing someone should know the step of arranging letters, word, sentences, paragraph, text by using knowledge of structure and some others related to one another. It is also important that communication will be successful if the reader understands what the message means because writing is drawing the graphic symbols that represent one language in order that people can understand it.

In Oxford Advanced Learner's Dictionary the word of ability can be defined as a level of skill or intelligence. Moreover, the word of ability can be defined as follow:

1. The quality of being able can be something, especially the physical, mental, financial, or legal power to accomplish something.
2. A natural or acquired skill talent.
3. The quality or being suitable for receptive to a specified treatment. Capacity, the ability of a computer to be configured for uses as a file server.⁷

⁶ Brown, *Op.Cit.*, p.334

⁷ [Http://www.thefreedictionary.com/ability](http://www.thefreedictionary.com/ability). March 16th 2011

Based on the quotations above, it can be inferred that ability is the level of skill to do something, especially the power to perform. Whether physical, mental, financial, and intellectual to accomplish something. Thus, the definition above, it can be concluded that writing ability is the level of the skill of mental activity to produce or reproduce useful written text which is the result in a text able to convey message between writer and reader in a good communication. In writing, we can express or describe our mind or thought in sentences and the reader must understand the purpose and the content of our writing, what we are going in form or to say.

Therefore, when we want to write sentences in a paragraph, we must be able to use a good language and we also must be able to arrange good sentences grammatically in order the reader understands about content of our writing. Besides, in writing there is also an important factor that has been paid attention that is every sentence should have relation or connection to the next sentence before.

The writer assumes writing is a process of expressing ideas, thoughts and feeling of the writer by using a conventional system, so that the reader understands the message or information sent.

b. The Process of Writing

There are four steps in writing process as follow:

1) Planning

Planning is a series of strategies designed to find and produce information in writing.⁸

2) Drafting

Drafting is a series of strategies designed to organize and develop a sustained piece of writing or procedure for determining whether the information you discovered during planning can be shared into a successful piece of writing.⁹

3) Revising

Revising is a series of strategies designed to re-examine and re-evaluate the choices that have created a piece of writing.¹⁰

c. The Types of Writing

There are four type of writing as follow:

1) Description

Description helps the reader through his/her imagination to visualize a scene or a person or to understand a sensation or an emotion.¹¹

⁸ Mc. Crimmon, *Writing with purpose*, Houghton mifflin, New York,1983.p10

⁹ *Ibid*.p.10

¹⁰ *Ibid*.p.11

¹¹ George E, Wishon and Julia M, *Let's Write English*, Van nos trend rein Hold Ltd,Canada,1980.p.379

2) Narration

Narration is the form of writing used to relate the story of acts or events. Narration places occurrences in time and tells what happened according to a natural time sequence. Types of narration include short stories, novels, and news stories. As well as a large part of our everyday social interchange in the form of letters and conversation.¹²

3) Exposition

Exposition is used for giving information, making explanations and interpreting meanings. It includes editorials, essays and informative and instructional material.¹³

4) Argumentation

Argumentation is used in persuading and convincing. It is closely related to exposition and is often found combined with it. Argumentation is used to make a case or to prove or disprove a statement or proposition.¹⁴

Furthermore, writing can be classified into two types as useful forms of writing. Namely formal and informal writing. Formal writing is writing that needs basic rules such as formal letters, academic assignments or articles, and business reports. Formal writing involves cognitive skills such as:¹⁵

¹² *Ibid.*, p.378

¹³ *Ibid.*, p.382

¹⁴ *Ibid.*, p.383

¹⁵ Paul Davies and Eric Pearse, *Success In English Teaching*, Oxford University Press, New York, 2002, p.96

- a. Gathering information and idea relevant to the topic and discarding what in not relevant.
- b. Organizing the information and ideas into a logical sequence.
- c. Structuring the sequence into sections and paragraph.
- d. Expressing the information and ideas in a written draft.
- e. Editing the draft and writing out a final text.

In the contrary, informal writing is casual and is appropriate when communicating with friends and other close ones¹⁶. It means that, informal writing should not use to academic writing.

When the writer write informal writing. She may use colloquial word, like kids, guys to express to the reader, use construction but in formal writing is avoid writing it. Informal writing may use frist, second or third person but formal writing is not. It should use third person and sentences in formal more complex and using passive voice different with informal the sentences are simple and use active voice.

d. The Concept of Paragraph

In writing we know about text, paragraph, phrase, clause, and word. What is paragraph? Paragraph is a piece of written text. It contains several sentences.¹⁷ Furaidah states that “a paragraph is a group of related sentences that develop one main idea or one main topic. The length of a paragraph varies and depends on the

¹⁶ <http://ezinearticles.com/?the-differences-between-formal-and-informal-writing&id=594208>, nov 26th 2011

¹⁷ Sanggam Siahaan, *The English Paragraph*, Graha Ilmu: Yogyakarta, 2008.p.5

complexity or simplicity of the idea that is discussed in the paragraph. A complex idea may need long discussion, thus, a longer paragraph. The number of sentences is not important; however, the paragraph should be long enough to develop the main idea or topic clearly.¹⁸

A paragraph may be classified as the follow:

a. Topic sentences

The topic sentences is the introductory part of a paragraph. It is the most important part of paragraph. It introduces the main topic of the paragraph in additional to that, it introduces the controlling idea of the paragraph.¹⁹

b. Supporting sentence

A supporting sentence is a data of the topic sentence. It is any information about the topic sentence. It is related to the main topic and the controlling idea which are introduced by the topic sentence.²⁰

c. Concluding sentence

Concluding sentence is the last part of paragraph. It ends a paragraph. It closed the development of a paragraph. It is as important as the topic sentence is.²¹

In addition to those there elements, a good paragraph also has two other elements.

¹⁸ Furaidah, dkk. *Advanced Writing*. Jakarta UT, 2007.p.1.3

¹⁹ Siahaan, *Op.Cit.*,p.21

²⁰ Siahaan, *Op.Cit.*,p.33

²¹ Siahaan, *Op.Cit.*,p.85

They are:

a. Unity

Unity is one of the logical aspect of a good paragraph. It refers to the type of the supporting sentences used in paragraph. This aspect can be improved before, while, and after writing the draft of the paragraph.²²

b. Coherence

Coherence is a achieved by arranging sentences in logical order and providing signal that help the reader undersatand the relationship between the ideas in the sentences in the paragraph. The logical order or arrangement of sentences depends on your purpose of writing paragraph. Beside that, the sentences in your paragraph must also flow smoothly. Smooth flow refer to how well your ideas move from sentence to sentence.

e. Analytical Exposition

Analytical exposition a purpose to persuade by presenting arguments to analyze or explain ‘how’ and ‘why’.

Analytical exposition proposes or suggests a certain topic which may only be pro or contra, not both²³. Then, in Wikipedia analytical exposition is a type of spoken or written text that is intended to persuade the listeners or readers that something is the case. To make the persuasion stronger, the speaker or writer gives some arguments as

²² Siahahan, *Op.Cit.*,p.93

²³ Joko Priyana, Ph.D Riandi Anita Prasetyo Mumpuni, *Interlangue: English For Senior High School Students Xi Science And Social Study Programme*. Jakarta, 2008,p.58

the fundamental reasons why something is the case. This type of text can be found in scientific books, journals, magazines, newspaper articles, academic speech or lectures, research report etc. Analytical expositions are popular among science, academic community and educated people.

a. The Generic Structure of Analytical Exposition Usually Has Three Components

1. Thesis: Introduces the topic and shows speaker or writer's position; Outlines of the arguments are presented.
2. Arguments: It consists about Point and Elaboration
Point, states the main argument. Elaboration develops and supports each point of argument
3. Conclusion: Reiteration (restatement), restates speaker or writer's position.

b. Generic Features of Analytical Exposition

1. An analytical exposition focuses on generic human and non human participants.
2. It uses mental processes. It is used to state what the writer or speaker thinks or feels about something. For example: realize, feel etc.
3. It uses emotive and evaluative words
4. It often needs material processes. It is used to state what happens.
5. It usually uses Simple Present Tense and Present Perfect Tense.
6. Enumeration is sometimes necessary to show the list of given arguments: Firstly, Secondly ..., Finally.

f. Teaching Writing

When considered how people live, we need to consider the similarities both are productive and active skill. However teaching writing is not similar with teaching speaking because both of the activities are different. In speaking, the speaker can express their mind orally and the result can be evaluated directly by the reader. But in writing the writer might have enough time to express the idea in written form.

Harmer states that “writing as a skill by far the most important reason for teaching writing, of course is that it is a basic language skill, just as important as speaking, listening and reading. Students need to know how to write letters, how to put written reports together, how to reply to advertisement-and increasingly, how to write using electronic media. They need to know some writing’s special conventions (punctuation, paragraph construction etc) just as they need to know how to pronounce spoken English appropriately.”²⁴

Furthermore, there is certain particular consideration that needs to be taken into account, such as sentences organization, paragraph, arrangement, and coherence. Teaching writing means that teaching language ability and organization of ideas. More specifically it is said that teaching writing requires the elements of writing including grammar, sentence, organization, vocabulary, and mechanic. In other words, teaching writing guides the students not only to write sentence in paragraph but also to organize ideas in written form.

²⁴ Jeremy Harmer, *How To Teach English*, Longman, Malaysia, 2001.p.79-80

3. Brainstorming Technique

a. The Concept of Brainstorming Technique

The word technique in oxford learner's dictionary is way of doing something, especially one that need special skill. Other definition is in wikipedia, "technique is a procedure used to accomplish a specific activity or task." It means that technique can be assumed as a way of carrying out a particular task, or a procedure that is effective in achieving an aim.

According to Galko, "Brainstorming is a way to come up with ideas withers alone or in a group. The main principle behind brainstorming is to let your ideas flow without judging them."²⁵ Then, in Wikipedia Brainstorming is by far the most widely used tool for creative thinking.²⁶ It means that the students must creative thinking in developing their idea of the topic given.

Brainstorming is probably the most effective of all the writing techniques because it helps ESL students think through their topics without having them judge what they write. With brainstorming, students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of.²⁷ And than Alex Osborn defined brainstorming is a conference technique by which a group attempts to find a

²⁵ Francine D. Galko, *Better writing Right Now*, Learning Express, New York, 2001, p.20.

²⁶ <http://www.directedcreativity.com/pages/BrainstormWeak.html>, oktober 26th 2011

²⁷ <http://ezinerticles.com/Writing-Teaching-for-Adult-ESL-Students&id=3448147>.

March 16th 2011

solution for a specific problem by amassing all the ideas spontaneously by its members.

In the brainstorming process, we write down every single thing that exists or comes into our minds. When brainstorming, we simply write down our ideas in phrases or in single words, not in complete sentences. The phrases or words can be verbs, nouns, adjectives, adverbs or other parts of speech.²⁸ It can be assumed that before the writer make the sentences must write down as many ideas as they can.

Frame the brainstorming technique in terms of prewriting, drafting, and revising stages.

a. Steps of Brainstorming

Galko argues that the steps of using brainstorming strategy.²⁹

- 1) The students generate the ideas.
- 2) Letter, the students can come back to them
- 3) Toss out ones that won't work.
- 4) One way to brainstorm is to begin with a word or phrase
- 5) Lets the student's ideas flow for a set time.
- 6) Jot down whatever comes to the student's mind during the brainstorming period.

It means that using our brainstorming to develop the topic or come up with more example and details. Beside that brainstorming process which is used to generate a large number of ideas and encourage creative thinking, smart thinking.

²⁸ Bram Barly, *Write Well*, Kansius, Yogyakarta.1995,p.64

²⁹ Francine D.Galko, loc.cit.,p.20

With brainstorming creates new ideas, motivates and solves problem. All learners must participate in the brainstorming session understand and aggress the purpose of the session such as to formulate a new description about topic especial in process writing activity.

Moreover, Brown and Hood state the steps of brainstorming technique are, write about our ideas very quickly, don't worry about useful they will be, and don't worry about neatness and correctness.³⁰

In addition, Rosenberg states that:³¹

1. Brainstorming

In the warm-up exercises, you practice brainstorming and discover to generate many ideas of a given topic even when your topic is very general. You can use this strategy for any topic, jotting down whether notions occur to you. Try not to censor your ideas- just write them down in whatever scrambled order they occur. Later, you can choose which ones you want to deal with.

2. Focused Free Writing

³⁰ Kristine Brown and Susan Hood, *writing matters*, Cambridge University Press, Australia,1989,p.7

³¹ Vivian M. Rosenberg, *Reading , Writing, & Thinking*, Random House Inc.,U.S.A.,1989.p74

Focused free writing will help you generate material to write about. After you decide on your topic, try ten minutes of focused on free writing. Begin writing whatever comes to mind about your topic.

3. Collecting Information and Ideas

If you don't know very much about the topic, you will have to collect information from library, look over books and journal article on the subject; or ask other people about the subject.

It can be inferred, brainstorming is technique to generate many ideas, it can use for any topic. Then, write the ideas and choose which ones want to develop be a paragraph.

b. The Benefit and Advantages of Brainstorming Technique

Brainstorming has benefits and advantages that include:³²

- 1) Don't have to be a highly qualified expert or highly paid consultant to use it
- 2) Easy to understand
- 3) It is inexpensive
- 4) If controlled properly it is a quick way of generating ideas
- 5) Encourages creative thinking and smart thinking
- 6) Generates ideas and solutions that can be used elsewhere

³² <http://www.managers-net.com/brainstorming.html>

- 7) Provides an opportunity for widespread participation and involvement

Based on benefits and advantages above, teacher given a motivation to write and build their brainstorming to helping them in writing.

c. Procedure of Teaching Brainstorming Technique Toward Analytical Exposition Writing Ability

Writing is usually considered as the most frustrating to master for the student who are learning English. Introduce analytical exposition writing ability to the students and link it to other writing activities that have taken place prior to this lesson. Also describe word choice links directly into analytical exposition writing ability. The students brainstorm for what they think analytical exposition writing ability is based on procedure follows:

- 1) The planning stage, the teacher designed the lesson plans and instructional materials.
- 2) The implementation stage, the teacher introduced the genre of topic analytical exposition.
- 3) Choose the one question (topic) from the study guide on which on the students are to write.
- 4) Before they begin their to write, they should get some ideas
- 5) Then, the students brainstorming their topic can begin with a word or phrase.

- 6) The students write intensively to generate on the topic into the sentence became paragraph.
- 7) After they finish their assignment, put it away for some time, when they look at it again, they may have new ideas. Their classmate may help you find new ideas, too. Writing their paper again gives them the chance to improve their paper.

Based on the statements above, it is clear that the teacher must be creative to find out and use an effective technique to help the student especially, teaching by using applying brainstorming technique. So if teaching technique is interesting, of course, the students will be interested in writing paragraph.

In the brainstorming process, we write down every single thing that exists or comes into our minds. When brainstorming, we simply write down our ideas in phrase or single word, not in complete sentences. The phrases or words can be verbs, nouns, adjective, adverbs or other parts of speech.³³

Frame the brainstorming technique in terms of freewriting, drafting, and revising stages.

³³ Bram Barly Write *Well*. Kansius, Yogyakarta, 1995.p.64

- a) prewriting is a technique to generate ideas: it should be used as a beginning, as an initial exploration of the ideas that you have topic. An important aspect of freewriting is that you write without being concerned about spelling, punctuation, or grammar. Of course, these elements of writing are important.³⁴
- b) Drafting is putting ideas down in some rough form. A first draft is generally messy and repetitive and full of mistake and that's just fine. The purpose of a rough draft is to capture ideas and supporting details, not compose a perfect paragraph or essay on the first attempt.³⁵
- c) Revising is hanging and rewriting a draft to make it better. In this step, we respond to the needs of our readers by rearranging ideas and reshaping sentences to make clearer connections.³⁶

3. English Syllabus for the Tenth Graders of Senior High School

The syllabus of analytical exposition writing ability at the eleventh grader as follows:

The standard competence is to tell the meaning of simple functional an essay in analytical exposition form on daily context to interact with the environment the basic competence is to tell the meaning process with kind of writing specification in analytical exposition from in daily context.

³⁴ Brown, *Op.Cit.*, p. 350

³⁵ Bram Barly, *Loc.Cit*

³⁶ Bram Barly, *Op.Cit.*,p.68

The indicators are the first is to writer the simple functional topic in analytical exposition. The seconds is to make simple sentences and the third to write in paragraph.

B. THEORETICAL FRAMEWORK AND PARADIGM

1. Theoretical Framework

There are two variable in this research. They are independent variable (X) and dependent variable (Y). The independent variable is applying brainstorming technique and dependent variable is analytical exposition writing ability.

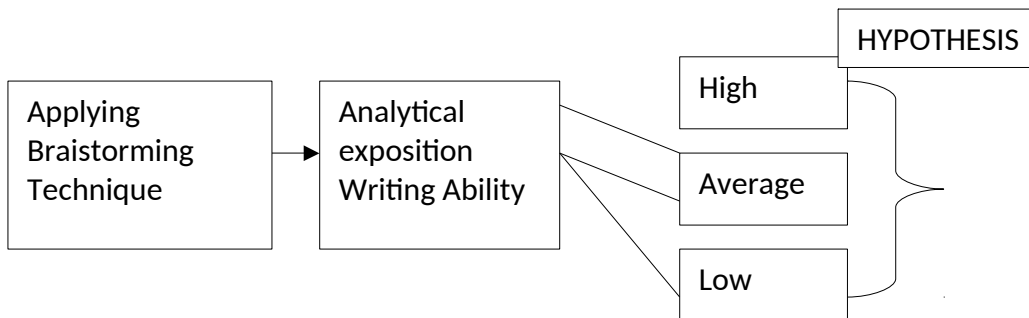
Brainstorming technique is used to help the student development students simply write items up, one after another, without worrying about putting them in any special order. Encourage students to accumulate as many details as they can think of. Furthermore, the students have to master four basic skills of English : listening, speaking, reading, and writing.

Writing is a skill in written words to get some information to the reader. The students are expected to be able to express thier idea into the written process. Therefore, teaching through applying brainstorming technique can influence the students' writing ability. So the score that the students got from the analytical exposition tests can influence.

2. Paradigm

Based on the theoretical framework above, the researcher describes the paradigm as follows:

Figure I
 The Influence of Applying Brainstorming Technique
 Toward the Students' Analytical Exposition Writing Ability



Based on paradigm above the writer can explain that if the students master the effective technique in this case called brainstorming technique so the students writing ability will get high score and if the students do not mater an effective technique so the students will get low score in writing ability. It's means that brainstorming technique can influence of writing ability.

C. HYPOTHESIS FORMULATION

Based on the frame of theories, theoretical framework and paradigm above, the writer propose hypothesis is:

“There is a positive and significant influence of applying brainstorming technique toward the students analytical exposition writing ability.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The focus of the research is the influence of ‘applying brainstorming technique toward analytical exposition writing ability’ interest and it uses experimental design include the pre-experiment design. The writer use pre-experiment design with one-group pretest-posttest design. This design includes a pre-test measure followed a treatment and post-test for a single group.

$$\text{The design of one group } O_1 \quad \text{---} \quad \text{---} \quad \text{---} \quad X \quad X \quad O_2$$

This research experiment was conducted based on quantitative. Edi Kusnadi defines, quantitative research as the process, which use numeric data with statistic method.³⁷ This research was intended to investigate whether there is any positive and significant the influence of applying brainstorming technique toward the students’ analytical exposition writing ability in English learning.

³⁷ Edi Kusnadi, *Metodologi Penelitian*, Ramayana Pers dan STAIN Metro, Metro, 2008, p.24.

a. Population And Sampling Technique

1. Population

According to Kumar Singh, "Population or universe means, the entire mass of observations, which is the parent group from which a sample is to be formed."³⁸ It means that population is all subjects which will be presumed in this research

The population of this research is the student at eleventh graders of Senior High School Muhammadiyah 1 Pekalongan East Lampung. The total population in this research was 34 students which were divided into two classes.

Table 2

Table of Population of the Research

No	Study program	Grade		Data
		Male	Female	
1.	IPA	7	10	17
2.	IPS	11	6	17

2. Sampling Technique

Sample is the part of population that will be research.³⁹ The samples of the research are the students of class eleventh, and there is one class that is taken as experimental research, which the totals students are 17 students. The writer uses cluster sampling, and it is sample that be chosen the based on need.

³⁸ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: new age international publishers, 2006), p.82

³⁹ Edi, Kusnadi, *op.cit*, p. 84

C. Operational Definition Of Variable

Operational definition is based on the characteristic of the things that will be defined, and it can be observed or measured.⁴⁰ Besides that, a variable can be defined as an attribute of a person or of an object which “varies” from person to person or from object to object.

Based on the statement, the operational definition of variable in this research are:

1) Independent Variable

Independent variable in this research is applying brainstorming technique at writing ability in the eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan. Brainstorming is a group creativity technique designed to generate a large number of ideas for solution of a problem.⁴¹

2) Dependent

Dependent variable in this research is the students' writing ability at the eleventh grader of the Senior High School of Muhammadiyah 1 Pekalongan East Lampung. It means that the students' writing ability is the students' ability to apply the brainstorming technique that the teacher has given it to them. And it is measured by using the writing analytical exposition paragraph test.

D. Data Collection Method

⁴⁰ Edi kurnadi, *Methodologi Penelitian*, Metro: STAIN, Metro 2008, p. 79

⁴¹ <http://en.wikipedia.org/wiki/brainstorming>.

1. Test

Test is a tool use to perform measurements to something abstract, such as the ability to think, the ability to remember, and the ability to talk or writing skills. The test scores obtained quantitative which can be interpreted in the evaluation stage to the implementation of subjective appraisal.⁴²

The writer use test as data collection method to measure both of the variabel. The writer measures students' analytical exposition writing ability by using the pre test and post test.

Pre-test :

To know whether applying brainstorming technique can increase the students' writing ability. In this case, the writer gives pre-test before the students get more explanation to analytical exposition writing ability, from this result, the writer will know the students mastery in answering test essay of writing ability exercise and know the weakness of learning process.

Treatment :

After giving pre-test to the students were given two treatments by using writing ability in their applying brainstorming technique based on the lesson plans which have prepared. The writer gave the differents material in every meeting in the class and it was held on November 17, 2011, the writer gave learning material about analytical exposition and generic structure. On november 19, 2011, the writer gave brainstorming technique as learning material.

⁴² Soenardi. Djiwandoro, *Tes Bahasa Pegangan Bagi Pengajar Bahasa*, Indeks, jakarta, 2008.p. 15

Post-test :

After analyzing and discussing the weakness and strength of the teacher and the students during teaching learning process without explaining and giving the analytical exposition writing ability exercise in pre-test, the writer ask some one to do something the students difficulties in answering the exercise and gives more explanation about the writing ability and brainstorming technique unit the students understand, finally the writer gives the post-test with some topic.

The students' score are based on: ⁴³

Table 3
Standard Assessment of Writing

The details Writing ability	Score	Level	Criteria
Content	27-30	Excellent	Very understand, very complete, very specific, very suitable by title.
	22-26	Average to good	Undersatand, complete, specific, suitable by title although less detail.
	17-21	Poor to fair	Understand of limit, less complete, less specific, fewer details.
	13-16	Very poor	Not understand to list, disconnected, not enough to grade.
Organize	18-20	Excellent	Very regulated nicely and neat, very clearly, much idea, perfect of list, cohesion is high.
	14-17	Average to good	Regulated nicely and neat, cleraly, many, idea,

⁴³ *Ibid.*,p. 62-64

	10-13	Poor to fair	logic of list, cohesion is high.
	7-9	Very poor	Limit of regulated and neat, limit in clearly, limit idea, list not legist, not high cohesion. Not regulated, not clearly, nothing idea, list not legist, nothing cohesion, not enough to grade.
Vocabulary	18-20	Excellent	Very extensive, the using of word very effectively, the good ability in vocabulary, choose the word is very right.
	14-17	Average to good	Extensive, the using of word is effective, the might in structure in vocabulary , choose the word very right.
	10-13	Poor to fair	Limited in extensive, limited the word structure, limit choose the word.
	7-9	Very poor	As a translate, not understand the structure, undersatand the type of word, not enough to garde.
Grammar	22-25	Excellent	Very might in vocabulary, very little the use wrong and word.
	18-21	Average to good	The use and structure in simple sentence, the wrong in grammar, without less the meaning.
	11-17	Poor to fair	The difficult use and structure simple sentence, the wrong in grammar, less in meaning.

	5-10	Very poor	Not understand to use and sentence structure, the word and spelling.
Mechanic	5	Excellent	Very understand in the write of word and spelling.
	4	Average to good	Understand in the write of word and spelling with a little wrong.
	3	Poor to fair	The less undersatand process the word writing and spelling many wrong.
	2	Very poor	Not undersatand process the word writing and spelling the written difficulty the written difficulty in reading, not enough in the grade. ⁴⁴

2. Documentation

The instrument will be used for documentation. Kusnadi defines documentation as the method which is use to get information from written language or documentation.

(For example: books, magazine, note, and the others).⁴⁵ The writer uses the documentation method to get detail information about the English achievement of srtudents especially writing ability.

3. Observation

⁴⁴ *Ibid.*,p. 62-64

⁴⁵ Edi kusnadi,op.cit. 102

Observation can be defined as election, modification, registration and coding on the behavior and ambience which is connected with organization based on the empiric purposes

E. Research Instrument

The research instrument in this research that have tested which will be describe as follow:

1. Instrument Blueprint

Instrument in this research is designed and adjusted with the indicators which have been specified. Moreover, research instrument is useded in this research is the test form.

Furthermore, there are two tests in this research. The first is pre test and the second test is post test. Before giving the pre test, the item test must be tried out and analysis to get the good tests.

2. Instrument Calibration

Instrument is the scale of measurement is useded to decide the instrument standard will be used. In addition, instrument calibration is screening or examination

of items of instrument that made by the writer.⁴⁶ From the quotation above, it can be inferred that the instrument calibration is the scale of measurement is used to screening or examination of items instrument that made by writer. Furthermore, the writer uses test instrument to decide the scale of instrument. There are two kinds of test. The first is pre-test and the second is post-test, the writer used the objective test essay that consists of one topic then the students write into a paragraph based on the topic. In this research, the researcher will use the logical validity in content validity form because it is suitable with the syllabus content at the eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan.

It is supported by Suharsimi Arikunto who mention that a test is content validity if the test is could be able to measure a special purpose which parallel with the content of learning have learned.⁴⁷ From this quotation above, it can be inferred that the instrument calibration is the scale of measurement which will be used to decide the action in this research made by the researcher.

F. Data Analysis Technique

To investigate whether there is the influence of brainstorming technique on the students writing ability at the eleventh grader the Senior High School of Muhammadiyah 1 Pekalongan East Lampung .The writer the date using t-test.

⁴⁶ Team of STAIN, *Pedoman Penulisan Karya Ilmiah*, (Metro: STAIN Jurai Siwo Metro, 2010), p.33

⁴⁷ Suharsimi Arikunto, *op.cit.*, p. 37

The formulation of t-test:⁴⁸

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}} \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2} - 2r \left[\frac{S_1}{\sqrt{n_1}} \right] \left[\frac{S_2}{\sqrt{n_2}} \right]}}$$

Where:

\bar{x}_1 = Average score of the pre test

\bar{x}_2 = Average score of the post test

S_1 = Standard deviation of pre test

S_2 = Standard Deviation of post test

S_1^2 = Variance score of the pre test

S_2^2 = Variance score of the post test

n_1 = Amount of the pre-test sample

CHAPTER IV

RESULT OF THE RESEARCH

A. Data Description

Data description embraces profile and research variable data.

1. Research Setting of Senior High School of Muhammadiyah 1 Pekalongan.

⁴⁸ Sugiono, *Metode Penelitian Pendidikan*, CV Alfabeta, Bandung, 2010. p. 274

a. Location of Senior High School of Muhammadiyah 1 Pekalongan.

Senior High School Muhammadiyah 1 Pekalongan is a located with Junior High School Muhammadiyah, Muhammadiyah Elementary and Madrasah (MIM) Pekalongan. The Senior High Shcool Muhammadiyah 1 Pekalongan situated in the village Pekalongan, Pekalongan district, built on a land area of 700 M₂.

b. A Brief History about of Senior High School of Muhammadiyah 1 Pekalongan.

Senior High School of Muhammadiyah 1 Pekalongan is an integral part of the board under the auspices of Muhammadiyah Muhammadiyah Pekalongan branch established on July 1, 1979. As an educational institution Senior High School of Muhammadiyah 1 Pekalongan have a vision of independence and excellence with the mission of Islam, science and state. Senior High School of Muhammadiyah 1 Pekalongan trying to improve the quality of learning and discipline teachers meet the creation of potential human resources.

The Senior High School of Muhammadiyah 1 Pekalongan listed on the Primary and Secondary Education Council Centre Number: 637/11-0402LP-77-1979, Region Number: 637/11-040/LPt-

77/1979 and SK Department of Education and Culture Number: 09 / C / Kep/I/1990 with Number Statistics School (NSS): 304 120 203 015 Number data and Schools (NDS): L.02034001.

The development of Indonesia's education system has been able to bring progress in the development Senior High School of Muhammadiyah 1 Pekalongan, began the accreditation status of accreditation became recognized in 1990 by decree of the Directorate General of Primary and Secondary Education dated January 20, 1990 Number: 009/Kep/1990.

c. Human Resource

In the human resource includes number of teachers, official employees, sex and the education

Senior High School of Muhammadiyah 1 Pekalongan has 18 teachers that graduated from strata one and 2 of official employees who graduated from Senior High School, there is one of them who graduated from diploma one. There are 5 females and 13 males

d. Infrastructure

Every school needs infrastructure to support of teaching and learning. The infrastructure which is had by the Senior High School of Muhammadiyah 1 pekalongan can identified as follow:

Table 4

The Number of Infrasrtructure Senior High School Muhammadiyah 1
Pekalongan

In the Academic Year 2011/2012

No	Name of building	Amount
1	Parking area	1
2	Post security	1
3	Class room of XII	2
4	Class room of XI	2
5	Class room of X	2
6	Computer Room	1
7	Teacher's Room	1
8	Headmaste's room	1
9	Library	2
10	IPA laboratory	1
11	Administration's room	1
12	Mosque	1
13	Toilet	2
14	Healty room	1
16	Canteen	1
17	Warehouse	1

Infrastructure of the Senior High School of Muhammadiyah 1 Pekalongan can be support of process teaching and learning. Such as, the students can do chemistry practice in the laboratory room and they can do computer practice in the computer room. So that existence of infrastructure in Senior High School of Muhammadiyah 1 Pekalongan can increase quality of process teaching and learning. But not all of infrastructure in Senior High School of Muhammadiyah 1 Pekalongan is adequate. Such as, students' toilet is broken, library, parking area and practice room. It caused by amount of many students and limitedness of infrastructure.

2. Research Variable Data

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable is using applying brainstorming technique and dependent variable is analytical exposition writing ability.

a. Brainstorming Technique

In this research, brainstorming technique is an excellent technique for self-instruction on the part of the learners to train the students to concentrate in writing in order to the students can comprehend more about the topic. Brainstorming technique can make students focus on the topic, because when the students do brainstorming technique should be comfortable, so it can help the students to consenstrate more.

The writer did not measure of their brainstorming technique. Brainstorming technique in this research just as a technique to writing ability.

b. Analytical Exposition Writing Ability

Writing ability is process of understanding of writing or searching for meaning, using our knowledge of the word or of topct to understand new thing we write. To teach writing, the teacher need a technique in order their students can comprehend more a topic. The writer used objective test with test essay to measure the analytical exposition writing ability which consist of 5 items. The writer gave 5 items to pre test and 5 items to post test different with pre test.

Post test was given by the reseacher after analyzing and discussing the weakness and strength that was done by the teacher and the students during teaching-learning process without explaining and giving the analytical exposition writing ability exercise in pre-test.

The test is followed by 17 students which were cluster selected. Based on the result of pretest, the writer measured the interval:

$$\begin{aligned} R &= \text{The highest score} - \text{lowest score} \\ &= 70 - 30 \\ &= 40 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 17 \\
 &= 1 + 3.3 (1.23) \\
 &= 1 + 4.059 \\
 &= 5.059 \longrightarrow 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{40}{6} \\
 &= 6.6 \longrightarrow 7
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 5
Frequency distribution of students' score in pre-test

Class interval	Frequency	Percentage
30-36	4	23.5 %
37-43	5	29.5 %
44-50	3	17.7 %
51-57	2	11.7 %
58-64	2	11.7 %
65-71	1	5.9 %
Total	17	100 %

From the table above shows that most of the students got score lower than 65.

It means that 94.1 % has not reached minimum standard (KKM) at the Senior High School of Muhammadiyah 1 Pekalongan yet.

Based on the table above, the writer measured the class interval :

$$\begin{aligned}
 R &= \text{The highest score} - \text{lowest score} \\
 &= 90 - 65 \\
 &= 25
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + 3.3 \log n \\
 &= 1 + 3.3 \log 17 \\
 &= 1 + 3.3 (1.23) \\
 &= 1 + 4.059 \\
 &= 5.059 \longrightarrow 6
 \end{aligned}$$

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{25}{6} \\
 &= 4.1 \longrightarrow 4
 \end{aligned}$$

After knowing the class interval, the data was put on the table of frequency distribution as follows:

Table 6
Frequency distribution of students' score in post-test

Class interval	Frequency	Percentage
65 - 68	2	11.8 %
69 - 72	3	17.6 %
73 - 76	4	23.5 %
77 - 80	4	23.5 %
81 - 84	2	11.8 %
85 - 88	1	5.9 %
89 - 92	1	5.9 %
Total	17	100 %

From the table above shows that 100% of the students have reached minimum standard (KKM), 65 at the senior high school of muhammadiyah 1 pekalongan. It means that applying brainstorming technique can increase the score of the writing ability.

B. Hypothesis Testing

After applying the test method, the researcher analyzed the data by using t-test in order to prove whether there is significant influence of applying brainstorming technique on the analytical exposition writing ability at the eleventh grades of the Senior High School of Muhammadiyah 1 Pekalongan.

The researcher to comprehending both of the pre-test and the post-test as follows:

Table 7

The authentic table of the differences between pre-test and post-test
At the eleventh class of the Senior High School
of Muhammadiyah 1 Pekalongan

No	Students' initial	The pre-test score	The post-test score
1.	AT	40	75
2.	AES	60	85
3.	DRW	54	77
4.	DA	45	79
5.	EM	51	80
6.	FAW	51	79

7.	JBW	55	80
8.	MTA	38	65
9.	PIK	45	79
10.	NA	60	86
11.	RF	40	78
12.	SA	70	90
13.	SN	63	80
14.	SS	48	68
15.	SD	60	90
16.	NDC	30	73
17.	KS	50	80
AVERAGE		$\bar{x}_1 = 50.5882$	$\bar{x}_2 = 79.0588$
Standard deviation		$s_1 = 10.32024$	$s_2 = 6.63768$
Variants		$s_1^2 = 6.266$	$s_2^2 = 2.618$

Putting the data above into formulation of t-test in order to get “ t_{observed} ”.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r \cdot \left[\frac{s_1}{\sqrt{n_1}} \right] \cdot \left[\frac{s_2}{\sqrt{n_2}} \right]}}$$

$$= \frac{50.5882 - 79.0588}{\sqrt{\frac{10.32024^2}{17} + \frac{6.63786^2}{17} - 2 \times 0.758 \left[\frac{10.32024}{\sqrt{17}} \right] \cdot \left[\frac{6.63786}{\sqrt{17}} \right]}}$$

$$t = \frac{-28.4706}{\sqrt{(6.266+2.618)-(1.516 \times 2.503 \times 1.6099)}}$$

$$t = \frac{-28.4706}{\sqrt{(8.884)-(6.109)}}$$

$$t = \frac{-28.4706}{\sqrt{1.6598}}$$

$$t = -17.166$$

After analyzing by using spps 16, the writer got the data out put as follows :

Table 8
The result of data out put from SPPS 16

Paired Samples Statistics

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 The pre-test score	50.5882	17	10.32024	2.50303
The post-test score	79.0588	17	6.63768	1.60987

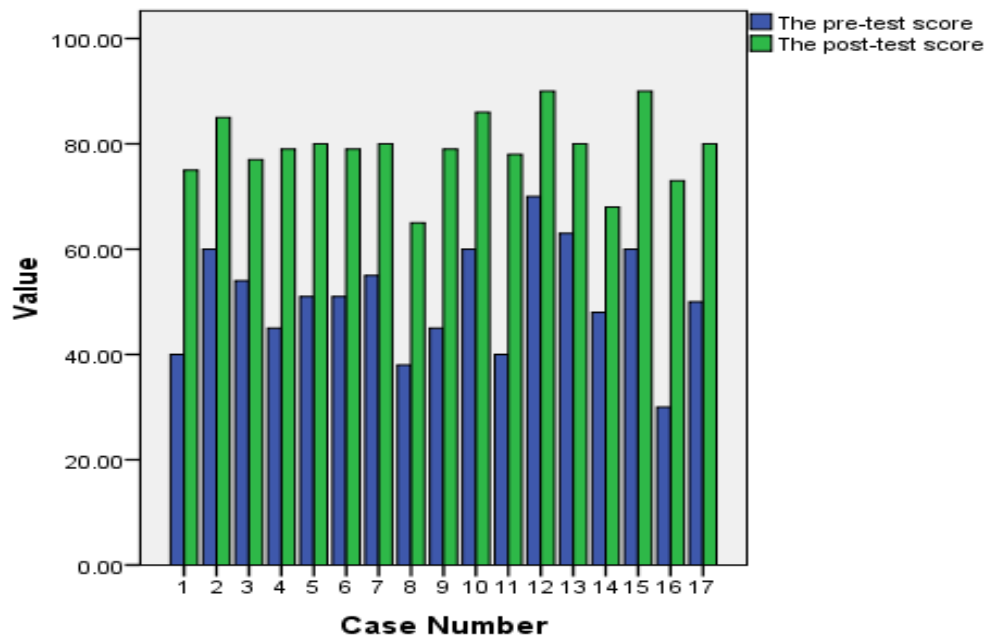
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 The pre-test score & The post-test score	17	.758	.000

Paired Samples Test

	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 The pre-test score - The post-test score	-28.47059	6.83847	1.65857	-31.98661	-24.95457	-17.166	16	.000

Graphic 1
Graphic Histogram of Pre-test and Post-test



C. Interpretation

1. Interpretation of “ t_{observed} ”

In this research all of the test had done individually by the students. It is aimed to know the students in mastering the writing ability by using applying brainstorming technique the result of these tests. We know that there was different score from the students. It can be seen from the result of the students pre-test and post-test.

If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected

If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted

Beside on the data out put of SPSS is from 17 samples, knowing that average of the pre-test is 50.5882, standard deviation is 10.32024 and average of the post-test is 79.0588, standard deviation is 6.63768. To know whether hypothesis is accepted or rejected. The writer firstly counted degree of freedom.

2. Statistical significance

To know critical of t-test (t_{table}), the writer firstly counted (df) degree of freedom. Degree of freedom in this research is 16. After considering the t-test table by using df 16, the writer found it in t_{table} with standard error 5 % is 2.12

Beside on all of the data above, it can be found that:

1. “ $t_{observed}$ ” = 17.166
2. “ t_{table} ” = 2.12

Finally, the data confirmed that “ $t_{observed}$ ” is higher than “ t_{table} ”. Therefore, it can be inferred that H_a is accepted and H_o is rejected. It means that the theory which said applying brainstorming technique can increase the writing ability can be proven.

As a result there is a positive and significant the influence of applying brainstorming technique toward writing ability among the eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan.

D. Limitation

However after conducting the research and gaining the data from test, the writer found it some problems faced by students, as follows:

1. Problem in Writing Ability

- a. The students did not have adequate vocabulary to write on their brainstorming technique.
- b. The students found it difficult to write idea on their brainstorming technique with English.
- c. The students did not have good concentration and motivation to write idea or arguments the English.

2. Problem in Test

Some students found it difficult to understand the point of test.

3. This research was held on the academic year of 2010/2012, so the result of this research is only for those years.

CHAPTER V

CONCLUSION

A. Conclusion

Based on the analysis and the result of the research, the writer concluded that brainstorming technique has a positive effect toward the analytical exposition writing ability because before use brainstorming technique, the students' ability level in writing ability still low it caused by the students is not focus and concentration in writing, this case can be seen from the pre-test result (average score: 50.58) and after the researcher gave explanation about

brainstorming technique and asked them to apply in analytical exposition writing ability, the students' ability level in writing ability increased, this case can be seen from the post-test result (average score: 79.05). It can be as alternative choice in learning writing ability because brainstorming is train the students to concentration and focus when writing and the classroom situation can be comfortable. It can be seen from the critical value " t_{observed} " is was 17.166, so that it was higher than t_{table} is of 2.12. Therefore, it can be inferred that the Hypothesis alternative (H_a) of this research is accepted. It means that there is any positive and significant of influence of applying brainsorming technique toward analytical exposition writing ability among the eleventh graders of the Senior High School of Muhammadiyah 1 Pekalongan.

B. Suggestion

At the end of this research, I suggest to the students of the Senior High School of Muhammadiyah 1 Pekalongan in order to ussualy brainstorming technique to practice the writing ability because it can increase the writing skills and keep motivation of interest in learning english. For the teacher, they have to guide the student to apply brainstorming technique or assignment, even tough the students' are given motivation to solve their problem especially in doing and practicing writing and suppose to present the material by using various way that make students interested in learning, not bored or sacred the lesson. For the school,

should provide learning tool and device support the teaching learning process, in order to get the better achievement.

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THE LESSON PLAN 1

The Name of School : SMA Muhammadiyah 1 Pekalongan
Subject : English
Class/Semester : XI (eleventh) IPA/1
Skill : Writing
Time Allocation : 2 x 45 Minutes

I. Standard competency

Expressing the meaning a written functional text and short simply essay in from report, narrative and analytical exposition in the environment.

II. Basic Competence

Expressing the meaning and theoretical step of simple short essay by using kind of written language accurately, fluently, and acceptable to interact with the environment in report, narrative and analytical exposition.

III. Indicators

- a. Identifying the paragraph based on generic structure.
- b. Making an analytical exposition paragraph.

IV. Learning Aims

- a. Students are able to identify the paragraph based on generic structure.
- b. Students are able to make an analytical exposition paragraph.

V. Material of Lesson

Pre-test

Instructions:

Write your name and your class clearly on the paper!

Use your time adequately (45 minutes), and work individually!

- 1) Write a analytical exposition paragraph based on generic structure, by choosing the topics given below:

- ❖ Why should we go to library?
- ❖ Extracurricular activities
- ❖ Why every Monday the students' have to ceremony?

VI. Learning Methods / Technique

Three-phase technique

VII. Steps of Learning Activities

a. Pre-activity

- a. Praying
- b. Greeting
- c. Apperceptions (giving illustration about analytical exposition).

b. While-activity

- a. The teacher gives a pre-test about make a analytical exposition paragraph.

c. Post-activity

- a. The students collected pre-test that given by teacher.
- b. The teacher give suggest to students.

VIII. Tool/ Source of Material

Tool : White board, board marker.

Source of Material :

Interlanguage: english for Senior High School students XI and Look Ahead 1 An English Course: *for Senior High School Students Year XI*.

IX. Scoring

- a. Technique : Assignment.
- b. Type: Written test (make a analytical exposition paragraph).

English Teacher

Pekalongan, November 2011
Researcher

ATMALIYATI, S.S.

RANI LAILA

NBM. 1025 283

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Approved By:
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THE LESSON PLAN 2

The Name of School : SMA Muhammadiyah 1 Pekalongan
Subject : English
Class/Semester : XI (eleventh) IPA/1
Skill : Writing
Time Allocation : 2 x 45 minutes

I. Standard competency

Expressing the meaning a written functional text and short simply essay in from report, narrative and analytical exposition in the environment.

II. Basic Competence

Expressing the meaning and theoretical step of simple short essay by using kind of written language accurately, fluently, and acceptable to interact with the environment in report, narrative and analytical exposition.

III. Indicators

- a. Identify analytical exposition and generic structure.
- b. Identify Asking for opinion and giving opinion.

IV. Learning Aims

- a. Students are able to analytical exposition paragraph and generic structure.
- b. The students are able to asking for opinion and giving opinion.

V. Material of Lesson

Analytical Exposition is proposes or suggest a certain topic which may show either pro or contra, not both.

The generic structure of analytical exposition:

1. Thesis : introduce the topic and shows speaker or writer's position; outlines of the arguments are presented.
2. Arguments : it consist about point and elaboration
3. Reiteration (restatement) : restates speaker or writer's position.

Asking for opinion	Giving opinion
What is your opinion?	I think ...
What do you think of...?	I believe ...
How do you feel about...?	I feel ...
How do you see...?	It seems to me ...

The example analytical exposition paragraph

The Problem of Being Too Fat

Being too fat is commonly known as overweight or obesity. It is simply defined as too much body fat inside. Overweight potentially leads high risk of health problem.

Thesis

Being too fat is recognized as a major factor for heart disease. Due to the overweight, the heart will work harder. It can lead to the heart attack. Furthermore, obesity potentially raises blood cholesterol and blood pressure. In addition, being too fat can change the amount of sugar in the blood. This will cause diabetes and other serious disease.

Arguments

Beside all of that, being too fat is often avoided by many young women. They said that becoming too fat will bother their physical beauty appearance.

More serious studies are necessary to see the effect of obesity. However it is clear enough that overweight is not good enough for healthy life.

Reiteration

VI. Learning Methods / Technique

Three-phase technique

VII. Steps of Learning Activities

a. Pre-activity

2. Greeting
3. Apperceptions (giving illustration about analytical exposition).

b. While-activity

- 1) The teacher gives explanation about analytical exposition paragraph.
- 2) The teacher gives the generic structure of analytical exposition.
- 3) The students make a paragraph analytical exposition based on generic structure.
- 4) Teacher and students check together the paragraph analytical exposition.

c. Post-activity

- 1) The teacher gives some question for the students.
- 2) The teacher and the students make the conclusion of the material.
- 3) The teacher give suggest to students.
- 4) Praying

VIII. Tool/ Source of Material

Tool : White board, board marker.

Source of Material :

Interlanguage: english for Senior High School students XI and Look Ahead 1 An

English Course: *for Senior High School Students Year XI.*

IX. Evaluation

The teacher gives the homework to the students.

English Teacher

Pekalongan, November 2011
Researcher

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THE LESSON PLAN 3

The Name of School : SMA Muhammadiyah 1 Pekalongan
Subject : English
Class/Semester : XI (eleventh) IPA/1
Skill : Writing
Time Allocation : 2 x 45 minutes

I. Standard competency

Expressing the meaning a written functional text and short simply essay in from report, narrative and analytical exposition in the environment.

II. Basic Competence

Expressing the meaning and theoretical step of simple short essay by using kind of written language accurately, fluently, and acceptable to interact with the environment in report, narrative and analytical exposition.

III. Indicators

- a. Identify the connective analytical exposition.
- b. Identify Using brainstorming technique in analytical exposition.
- c. Writing an analytical exposition paragraph on their brainstorming technique.

IV. Learning Aims

- d. Students are able to identify the paragraph based on generic structure.
- e. The students are able to use brainstorming technique in analytical exposition.
- f. Writing the topic analytical exposition on their brainstorming technique.

V. Material of Lesson

Connective in analytical exposition

In the texts above you find the following word/phrase:

- First,
- Secondly, ...
- In addition, ...
- So, ...

Those words are used to link arguments. Here are other words/ phrase that you can use:

- On the contrary,
- Moreover,
- Furthermore, ...
- On the other hand, ...
- Therefore, ...

Definition Brainstorming Technique is process for generating new ideas.

Example the topics:

Library

School

Best friend

Restaurants

Garden, etc

VI. Learning Methods / Technique

Three-phase technique

VII. Steps of Learning Activities

b. Pre-activity

1. Praying
2. Greeting
3. Apperceptions (giving illustration about brainstorming technique).

b. While-activity

1. The teacher gives explanation about connective in analytical exposition paragraph.
2. The teacher gives explanation about brainstorming technique
3. students make a paragraph analytical exposition with use brainstorming technique.
4. Teacher and students check together the paragraph analytical exposition.

c. Post-activity

- 1) The teacher gives some question for the students.
- 2) The teacher and the students make the conclusion of the material.
- 3) The teacher give suggest to students.
- 4) Praying

VIII. Tool/ Source of Material

Tool : White board, board marker.

Source of Material :

Interlanguage: english for Senior High School students XI and Look Ahead 1 An

English Course: *for Senior High School Students Year XI.*

IX. Evaluation

The Teacher gives the homework to the students.

English Teacher

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Researcher

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THE LESSON PLAN 4

The Name of School : SMA Muhammadiyah 1 Pekalongan
Subject : English
Class/Semester : XI (eleventh) IPA/1
Skill : Writing
Time Allocation : 2 x 45 minutes

X. Standard competency

Expressing the meaning a written functional text and short simply essay in from report, narrative and analytical exposition in the environment.

XI. Basic Competence

Expressing the meaning and theoretical step of simple short essay by using kind of written language accurately, fluently, and acceptable to interact with the environment in report, narrative and analytical exposition.

XII. Indicators

- a. Identify the paragraph based on generic structure.
- b. Identify analytical exposition paragraph on their brainstorming technique.

XIII. Learning Aims

- c. Students are able to identify the paragraph based on generic structure.
- d. Make a paragraph analytical exposition with use brainstorming technique.

XIV. Material of Lesson

post-test

Instructions:

Write your name and your class clearly on the paper!

Use your time adequately (45 minutes), and work individually!

- 2) Write a analytical exposition paragraph based on generic structure with use brainstorming tehnique, by choosing the topics given below:

- ❖ Becak should be banned in Jakarta.
- ❖ No money for beggar/street people.
- ❖ Do not smoke in public transport.

XV. Learning Methods / Technique

Three-phase technique

XVI. Steps of Learning Activities

a. Pre-activity

1. Praying
2. Greeting

b. While-activity

1. The teacher gives a post-test about make a analytical exposition paragraph in use brainstorming technique.

c. Post-activity

1. The students collected post-test that given by teacher.
2. The teacher give suggest to students.

XVII. Tool/ Source of Material

Tool : White board, board marker.

Source of material :

Interlanguage: english for Senior High School students XI and Look Ahead 1 An English Course: *for Senior High School Students Year XI.*

XVIII. Scoring

- c. Technique: Assignment.
- d. Type: Written test (make a analytical exposition paragraph).

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Researcher

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